



“I can do all things because Christ gives me strength” Philippians 4:13

‘Individuals working together to potential with God.’

Curriculum Overview and Statement of Intent, Implementation and Impact

English- Writing



Safeguarding

Safeguarding is at the centre of everything we do at St Matthew’s, we aim to ensure that everyone working in our school understands and adheres to their safeguarding responsibilities. We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. We are committed to inter-agency working to keep children safe. Together as a School Community we provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual pupil, whilst paying due regard to the protected characteristics of every child.

Equality and Diversity

As a Church of England Aided Primary School, St. Matthew’s school is rooted in Christian values and TEAM spirit, we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. We are ‘Individuals working to potential with God’.

The school is committed to:

- promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices. ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- respecting and valuing differences between people.
- meeting the diverse needs of pupils.
- preparing pupils for life in a multi-ethnic society.
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

Intent	Implementation	Impact
<i>At St Matthew’s Primary school, our school vision is to encourage all children to flourish spiritually, morally, emotionally, physically and intellectually in</i>	Early writing is taught through early mark making and when the children use Read, Write, Inc phonics, they are taught letter formation and fine motor skills. This begins with writing (whether	After the teaching of a unit, teachers assess pupils’ Chance to Shine tasks (independent writing) and set targets to assess

all aspects of life demonstrating perseverance and resilience; this is emulated across all curriculum areas.

Writing plays a significant role in society and in education as it is a fundamental life skill. Being able to write with conviction and accuracy, is a tool that will support our pupils in the wider world. It is our intent that our children comprehend the social functions of writing so they can choose the appropriate genre when writing for a particular audience and purpose.

We have high expectations of all children, and encourage pupils to challenge themselves, persevere and strive to reach their full potential because “I can do all things because Christ gives me strength.”

- At St Matthew’s Primary School, we believe that a comprehensive English curriculum should foster students' love of reading, writing, and spoken language to ensure that they are given the skills to express themselves confidently verbally and in writing.
- Our writing curriculum intent strives for pupils to acquire a broad vocabulary, a firm grasp of grammar, and the ability to spell new words by effectively putting the spelling patterns and principles they have learnt into practice. We believe pupils should be given the knowledge and skills to write concisely, precisely, and coherently while modifying their language and

with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using The Read, Write Inc ‘Get writing and Fred talk’ for writing’ approach. They are encouraged to write independently in continuous provision, which immerses the children in writing through a thematic approach. This process continues into Year 1, where children are inspired to use the sounds taught in their independent writing. They have access to supportive Read Write speed sound charts and sound mats, whenever they are writing, to support them in their independent application whether this is with the teacher, in continuous provision or independently.

- The core of our writing curriculum is the National Curriculum for England, which is supported by Read, Write, Inc phonics and spelling schemes. Read, Write Inc, which supports our English curriculum, is a systematic, synthetic phonics scheme that is validated by the Department for Education. This foundation ensures that pupils can apply the phonics skills required for them to become confident writers.
- A variety of approaches are used to support delivery of the writing curriculum across the school which were researched by our subject leader who provides regular CPD for staff.
- We implement a consistent and systematic approach to writing from Years 2-6, employing clear processes for drafting, editing and innovating to a range of non-fiction, fiction and poetry genres.
- The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so

understanding and evidence progress across a range of genres. Teachers use the writing assessment framework materials to assess writing at the end of each unit/genre to track pupil progress and identify areas of need. This not only informs us of pupil progress but informs the mapping of future genres to ensure pupils have sufficient opportunities to demonstrate the skills expected of them.

- Formative assessment takes place daily, while twice half-termly summative assessment takes place in the form of ‘Chance to Shine’ writing assessments which identify where pupils can apply skills independently.
- Each term, staff moderate across year groups, cross-phases and in cluster moderations to develop their professional understanding of the assessment of writing, draw ideas and support from colleagues and celebrate significant progress made.
- Children are tested termly on spelling, grammar, and punctuation knowledge (RWI Spelling and HeadStart). The analysis of assessment data is reflected upon in pupil progress meetings to identify areas of development and any children who are not making expected progress.
- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum

<p>style to suit a variety of different purposes, contexts and genres.</p> <ul style="list-style-type: none"> • It is important to us that pupils are supported to take pride in the presentation of their writing, this by developing a fluent, joined and efficient handwriting style by the time they reach upper Key Stage 2. • Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need in order to reach their potential as individuals and authors of the future. • It is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a joined, legible and increasingly efficient handwriting style. • Our intention is for pupils to leave primary education being able to independently plan, revise and evaluate their writing; to be able to do this effectively, pupils focus on developing effective transcription and effective composition to ensure their writing is presented in the most meaningful, effective, and grammatically accurate manner. • Through each writing cycle or activity completed, pupils will develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We intend for pupils to leave primary 	<p>they can apply them fluently when writing independently.</p> <ul style="list-style-type: none"> • At the beginning of each writing cycle, we review children’s prior knowledge and analysis of WAGOLL’s (what a good one looks like) is used as an exemplary example of organisation, composition, vocabulary and grammar in the given text type. Teachers use WAGOLLs to reflect the age-related expectations for each specific year group. The pupils deconstruct this WAGOLL for its features and discuss, at length, the purpose of each skill in relation to the text type and the intended audience. The ability to identify specific features is a key skill across both reading and writing and improves comprehension in children. Pupils are encouraged to use the structure but also innovate their writing to make it inventive and purposeful. • Within our writing lessons, teachers check pupils understanding effectively, address any misconceptions promptly and encourage pupils to edit their own work using a purple pen. • Our long-term English plan ensures that all genres are mapped out across each year group. High quality texts, linked to our cross curricular units, model the language, vocabulary, structure, punctuation and grammar that we expect our pupils to independently apply in their own speaking and writing. • Our progression document carefully plans for progression in genres and toolkits such as setting, tension and characterisation. Transcription skills and key essentials across the school underpin writing in all areas of the curriculum. This approach ensures the teaching of statutory skills in a fully immersive experience, where 	<p>books, and pupil progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring follows the five-strands approach and includes: regular book looks, lesson observations and learning walks, gathering evidence of good practice, pupil voice interviews, looking at data submitted on O-Track.</p> <ul style="list-style-type: none"> • Any pupils who require additional support are provided with opportunities to catch up through spelling, handwriting and composition intervention and booster sessions throughout the week. • Our pupils know that writing is a vital life skill that they will rely on in daily life and in the wider world. They have a positive view of writing and this evident in the standards of work which pupils clearly take pride with. • The impact of our curriculum is that pupils are: • prepared for the next stage of education and life in modern Britain. • can write successfully for a range of purposes and audiences. • able to apply spelling patterns. • write legibly with a consistent handwriting style.
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<p>school being able to use fluent, legible and speedy handwriting, even when writing at length.</p> <ul style="list-style-type: none">• Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.	<p>children develop and apply in context for a range of purposes and audiences. This consistent approach also ensures children are fully aware of the expectations in writing lessons when they move from year group to year group and can confidently transition into the learning of new year group content.</p> <ul style="list-style-type: none">• We link our writing context to our cross curricular units, finding real life reasons and a purpose for children's writing.• As a school, we also ensure that genres of writing studied run alongside the learning taking place in our reading lessons so that children are fully immersed in the text type. As writers, our children develop writing as a transferrable skill across all subjects taught in the curriculum. Therefore, our children are immersed in History/Geography/Science related topics for their writing as often as possible and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked to each half termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar, and punctuation knowledge into their written work.	<ul style="list-style-type: none">• able to identify and use grammatical structures along with effective vocabulary.
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